

## CHAPTER II

### REVIEW OF RELATED LITERATURES

#### 2.1 The Nature of Speaking Ability

Having good speaking ability in English has become a real challenge for English language learners especially when the main goal is to be able to communicate and interact with other people by using English as the device. Speaking is one of the most difficult matter language learners have to face. It has traditionally been forced into the background while the teachers of English have spent all the classroom time trying to teach students how to write, to read and sometimes even listen in L2 because grammar has a long written tradition (Madrid and McLaren, 2006). There are some language policies, which provide a way to specify what learners are able to do at certain levels with regard to The Common European Framework of Reference for languages. The details can be seen in the table below:

S P E A K I N G	Spoken Interaction	<ul style="list-style-type: none"> <li>I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say.</li> <li>I can ask and answer simple questions in areas of immediate need or on very familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.</li> <li>I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.</li> </ul>	<ul style="list-style-type: none"> <li>I can deal with most situations likely to arise while travelling in an area where the language is spoken.</li> <li>I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</li> </ul>
	Spoken Production	<ul style="list-style-type: none"> <li>I can use simple phrases and sentences to describe where I live and people I know.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.</li> </ul>	<ul style="list-style-type: none"> <li>I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions.</li> <li>I can briefly give reasons and explanations for opinions and plans.</li> <li>I can narrate a story or relate the plot of a book or film and describe my reactions.</li> </ul>

(CEF, 2001)



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Speaking ability is not only limited to the ability to form a grammatically correct sentences and pronounce them, but also involves the ability to co-operate in the management of speaking turns along with the understanding of context (Thornbury, 1994). This because people speak for many reasons such as to be sociable, want something, want other people to do something, to do something for other people, to respond, to express feelings and ideas, to exchange information, and many more (Lindsay and Knight, 2006). This various speaking is the ability that will give personal satisfaction to those who are able to communicate in the target language (English) which makes it becomes the most important aspect in communication. Communication appears because the speaker use the language to express or inform someone about something and get responded by the listener, the language is used according to their purpose and it is necessary for there to be a listener and a speaker for effective communication (Harmer, 2007).

Speaking is the process of transmitting ideas and information orally in a variety of situation. Speaking is also an activity requiring the integration of many subsystems, all these factors combine to make speaking foreign language a formidable task. In addition, speaking is an interactive process of constructing meaning that involves producing, receiving and processing information which is applied in emerging communication (Sayuri, 2016). Hence, speaking ability is not only the competence of having conversation which involves at least a speaker and a listener but also the competence of delivering and expressing idea, thought, opinion, and information to others and making them catch what the message is. In

short, speaking ability is the ability to perform the linguistics knowledge by involving cognitive process in actual communication.

Furthermore, having good speaking ability is important because spoken interaction is seen crucial, if not key, aspect of language learning process and has been over a hundred years (Hughes, 2011). Moreover, she also provides some spoken forms which have great role in language learning such as (1) the primary mode in which “natural uptake” can occur, (2) a powerful tool for developing automatic and fluent output, together with consolidation of grammatical patterns, and (3) the ideal medium for the exploration of language and one that allows a focus on communication to take precedence over form. Speaking is seen as central skill of language learning because when people hear someone speaks, they pay attention to what the speaker sounds like almost automatically. Then, on the basis of what they hear, they make some tentative and possibly subconscious judgments about the speakers’ personality, attitudes, home region and native/non-native speaker status. This clearly shows that having good speaking ability is not a simple matter, but it needs intensive consideration and gets a serious attention on treating it in such a way that the students finally can obtain the ability to communicate well.

### 2.1.1 The Stages of Speaking

Speaking is considered as crucial ability to have by language learners or can be said as the goal of language learning. Thus, there are some stages that appear in the practice of the speaking itself. When a speaker speaks, he produces a speech. Speech is produced utterance by utterance, in response to the word by

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word and utterance by utterance productions of the interlocutor or a person we are talking to. The production of speech is involving following stages (Thornbury, 2005):

a. Conceptualization

The speaker conceptualizes his idea. This involves making strategic choices at the level of discourse, syntax, and vocabulary. Discourse scripts are part of our shared background knowledge, and can be pulled down off the shelf, as it were, thereby saving formulation time, while also easing the load of the listener who quickly recognizes what script has been selected. Each of the stage of the script then needs to be fleshed out at the utterance level. This is where the specific syntax of each utterance needs to be chosen so that the content of the story is packaged in a way that is consistent with the speaker's intonation. The grammaring of each utterance is also constrained by how much information can be held in working memory at any one time.

b. Formulation

At the formulation stage, the words need to be assigned their pronunciation. This will include not only the individual sounds of the words but the appropriate placement of prominence or stress and the meaningful use of intonation. Because sentence stress and intonation are implicated in the way new or important information is signaled, it is likely that choices at this level have been made at the initial laying out stage.



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#### 2.1.1.2 The Components of Speaking

c. Articulation

What has been formulated now needs to be articulated. Articulation involves the use of the organs of speech to produce sounds. A stream of air is produced in the lungs, driven through the vocal cords, and shaped by, among other things, the position and movement of the tongue, teeth, and lips. At the same time as the articulatory processes are engaged, continual changes in loudness, pitch direction, tempo, and pausing serve to organize the sounds into meaningful word forms, and the words into meaningful word forms, and the words into meaningful utterances.

For a long time, it was assumed that the ability to speak fluently followed naturally from the teaching and mastering of grammar and vocabulary, with a bit of pronunciation thrown in (Thornbury, 2005). However, earning the foreign language made us know that speaking the language is much more complex than what people previously assumed and that it involves both a command of certain skill and several different types of knowledge. Thus, the speaking ability required to be mastered by students is actually composed by several important components. These components have great influence for students to speak properly. All of them should be properly balanced in order to produce appropriate communication. The components which are needed in speaking are as follows:

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## a. Accent

Accent is the component of speaking which relates directly to the way of producing sound of the words or generally known as pronunciation. Accent is any speech that is different from that constructed norm (Wardough, 2006). Accent is influenced by the mother tongue or first language (L1) of the students, which can cause mispronouncing that leads to misunderstanding and disconnecting of ideas. Therefore, English is taught to the students with the hope there is a chance for them to get native accent. Although to obtain native accent is not an easy task and definitely requires more time to be able to produce the standardized English pronunciation, it can be gained by practicing the language and listening to the native accent regularly.

## b. Grammar

Grammar is the set of the rules in producing a language. It relates directly to the accuracy of language. The grammar is put together within the sentences in order to produce meaningful and understandable language in conveying messages that are comprehensible. Grammar acts as the system of rules governing the conventional arrangement and relationship of words in a sentence (Brown, 2000). Furthermore, grammar presents the structures of the language and work as organizational framework for the operation of communication. This component forms the students' understanding about how words are arranged into good sentence and

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enable the students to use and understand the language structures accurately and unhesitatingly, which contributes to their fluency.

#### c. Vocabulary

Vocabulary is the first component that should be obtained by students. Without vocabulary, it is impossible for students to utter or express any sentences in English. Thus, spoken language has a relatively high portion of words and expressions that express speaker's attitude (stance) to what is being said which belong to the implicit meaning of vocabulary used by the speaker (Thornbury, 2005). Inappropriate vocabulary used in communication may cause to the misunderstanding of the interaction context and the worst it may make the communication failed.

#### d. Fluency

Fluency in speaking is the aim of many language learners. It is usually regard as the sign of one's language mastery. Koponen (as cited in Luoma, 2004) explains that the definition of fluency often include references to flow or smoothness, rate of speech, absence of excessive pausing, absence of disturbing hesitation markers, length of utterances, and connectedness. In addition, fluency is also stated as the planning and delivery of speech which extended to the comprehension of speech (Nation and Newton, 2009). It expresses that a person is able to speak a language smoothly in accurate way.

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### e. Comprehension

Comprehension in speaking is about linking the idea meant by speaker to the listener. It is the identification of the intended meaning of written or spoken communication (Richards and Schmidt, 2010). It is very important that in speaking, the students are not only able to produce the correct pronunciation, grammar, and vocabulary, but also know and understand when, why, and in what ways to produce language. The combination of the elements above will produce good comprehension as the powerful understanding between speaker and listener which can lead to the successful communication.

### 2.1.3 Micro- and Macro-skills of Speaking

Speaking ability is considered good when the students have obtained and used both forms and functions of the language in the speaking activity that can be easily assessed by teacher. Some skills include in the forms and functions of oral language which are divided into micro-skill and macro-skill and the details are as quoted below (Brown, 2004):

#### 2.1.3.1 The Macro-skills

The micro-skill is the skills of which the students are able to produce the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. Precisely, the skills are:

- a. Produce differences among English phonemes and allophonic variants.
- b. Produce chunks of language of different lengths.



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- c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- d. Produce reduced forms of words and phrases.
- e. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- f. Produce fluent speech at different rates of delivery.
- g. Monitor one's own oral production and uses various strategic devices- pauses, filters, self-corrections, backtracking-to enhance the clarity of the message.
- h. Use grammatical word classes (noun, verbs, etc.) system (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- i. Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
- j. Express a particular meaning in different grammatical forms
- k. Use cohesive devices in spoken discourse.

#### 2.1.3.2 The Macro-skills

The macro-skill refers to the skill to imply fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. The skills include:

- a. Appropriately accomplish communicative functions according to situation, participants and goals.

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- b. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
- c. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- d. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- e. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

## 2.2 The Personality Traits

According to Busch (as cited in Rekabdar, Behrouzi, and Hakhverdian, 2015), personality is one of the individual differences which is widely accepted to have an influence on learning in general and language learning in particular. Pervin and John (cited in Dornyei, 2005) defined personality as the representative of those characteristics of the person that “account for consistent patterns of feeling, thinking, and behaving”. Personality gives idea that human is a product as well as process, including physical and psychological system covers visible behavior and mind that are not visible. This personality then creates differences of learners’ acceptance of the language learned by them that some of them are

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diffident, uncommunicative, and unable to get along with others well, meanwhile, some of them are vice versa. The difference in terms of learning effectiveness gained by the language learners is a result of their tendency in behaving differently to approach language-learning situations and interaction with people and culture. Hence, understanding how human beings feel, respond, believe, and value is an important aspect since second/foreign language learners do not only communicate with the language itself, but also with other people.

In educational settings, there are three aspects of personality models that most researched described by Jung (as cited in Leaver et al., 2005), these aspects are extraversion and introversion, sensing and intuition, and thinking and feeling. However, among the personality types, introversion-extroversion is considered more influencing type in foreign language learning. Therefore, students need to recognize and understand their own personality in learning.

#### 2.2.1 The Nature of Introversion Personality

Introversion can be simply defined as a trait that is referring to where people prefer to focus their attention and get energy from their inner world of ideas and experiences (Dornyei, 2005). The person who owns this type of personality is known as the introvert. The introvert as a person is the one who is much happier with a book than with other people (Gass and Selinker, 2008). This is because the introverts benefit more from independent learning strategies where they can work alone and silently, potentially isolated environment with little distraction. It gives a brief image that introversion is the personality type which leads a person to do less social interaction and not involve to much in interaction

and verbal communication. Furthermore, introvert is essentially conservative, preferring the familiar surroundings and only intimate times with a few close friends.

The definitions above derive a concept that introversion personality in language learning may lead the introvert students to behave passively and involve less in the classroom activity. They will potentially be quiet and shy students of which teachers need to be aware on it. The Myers-Briggs character types of introversion are as the territoriality, concentration, internal, depth, intensive, limited relationship, conservation of energies, and interest in internal reaction (as cited in Brown, 2007). The characteristics represent the introverts as not too sociable, need high concentration, and have low ability to build multiple relationships.

However, the introversion owned by a person may differ in the degree of the personality. It means that one might be highly introvert, fairly introvert, and low introvert. Therefore, the introverts are classified into two types of degree (Myers, 2010):

- a. Stable introverts are characterized as people who are passive, careful, thoughtful, peaceful, controlled, reliable, even-tempered, and calm.
- b. Extreme introverts are characterized as people who are quiet, unsociable, pessimistic, sober, rigid, anxious, do not like excitement, and moody.

In terms of language learning, the introverts will get less of language-use opportunities verbally. It is supported by the nature that they cannot be



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spontaneous. The introverts cannot be impulsive and jump right into situations because they need more time to process and think before acting (Leaver et al., 2005). The introverted learners consciously employed goal-oriented specific behaviors and mental operations to ease the acquisition, retrieval, storage, and use of information for both comprehension and production (Kayaoglu, 2013). Moreover, the students who are introverts might have different tendency in learning each main skill of foreign language. They might be success in every language skill if the process provide more time of serious thinking. Thus, when the language classroom setting cannot meet a demand as introverts, they tend to not to involve in learning situation and achieve anything. The assessable characteristics that shape introverts are as follows (Kahnweiler, 2013):

- a. Embrace solitude: The introverts need and want to spend time alone. At the classroom or work, they prefer quiet, private spaces and like to handle and finish the task given on their own or in a small group.
- b. Think first, talk later: The introverts think deeply and have much consideration before they speak. When having a conversation, they consider others' comments carefully and stop and reflect before responding. They use the power of the pause in many occasions.
- c. Hold emotions inside: The introverts are seldom outwardly emotional or expressive. They can be difficult to read and thus their feelings are frequently misconstrued.
- d. Focus on depth: The introverts seek depth over breadth. They like dig deep-delving into issues and ideas before moving on to new ones.

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They know when to tune into others and when they do not need to spend so much energy doing so.

- e. Let their fingers do the talking: The introverts prefer writing to talking. In completing or finishing a task, they are likely to prefer writing reports over giving presentations.
- f. Act low-key: The introverts are usually quiet and reserved. When they have to speak, they tend to speak softly and slowly. They have no desire to be the center of attention, preferring instead to fly below the radar. Even in heated conversations, they tend to project calm on the outside.
- g. Keep private matters...private: The introverts are anti “open-book”. They keep personal matters under wraps, sharing information with only a select few; even then, only after they know those people well and feel comfortable with them.

The characteristics clearly present the introverts to act uniquely in learning language because introversion personality certainly shape the way they respond to their learning environment, certain tasks, and methods or strategies of language learning and teaching. Precisely, they will focus more on careful thought and depth; focus their perception and judgment on concepts and ideas (Nurhayati et al., 2008). It means that the introverts can learn language better when they are given a chance to absorb what is being said in relation to the context and meaning. As stated by Ehrman and Oxford (1989) that the introvert is defined as being concerned with the inner world of ideas and tends to look for meaning and context

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before acting. Hence, they will make sure that the people they are hoping to impact will get the message. Since they are not really good in diving straight into conversation or active verbal discussion, they will be good in understanding a reading and writing a meaningful essay rather than speaking.

### 2.2.2 The Nature of Extroversion Personality

Extroversion is the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people (Brown, 2000). It indicates that the extroverts (people with personality of extroversion) are motivated and obtain energy from the outer world which makes them involve in a social interaction. They have a tendency to focus on the outer world of people and events (Erton, 2010). In line with Brown and Erton, Sharp (1987) reviews that,

Extroversion as the trait that is normally characterized by an outgoing, candid, and accommodating nature that adapts easily to a given situation, quickly forms attachments, and setting aside any possible misgiving, will often venture forth with careless confidence into unknown situations.

Extroversion also means the act, state, or habit of being predominantly concerned with and obtaining gratification from what is outside the self, which it represents sociability, gregarious, cheerfulness, and optimism (Tehrani et al., 2014). In other words, extroversion means whether someone is often put forward persona and prefer dealing with external reality or more often faced with the collective unconscious. The definitions proposed above has pictured the extrovert as the individual that tend to be social person who enjoy the involvement with large community which has a lot of interaction happened. The depends on other people has become a need for the extroverts in order to increase their

confidence, decrease their anxiety, motivate, support, help, and stimulate them. This means that extroversion is the contrast condition of introversion.

The character types of extroverts by Myers-Briggs (as cited in Brown, 2000) are sociability, interaction, external, breadth, extensive, multiplicity of relationships, expenditures of energies, and interest in external events. These characteristics might have relation with each other such the interaction with his or her external side forms broad and various relationships. John and Srivastava (1999) added the at least five distinguishable components of extroversion include activity level (their activeness and energy), dominance (their assertive, forceful and bossy behavior), sociability (their outgoing, sociable, and talkative tendency), expressiveness (their adventurous, outspoken, and show off attitude), and positive emotionality (their enthusiast).

Furthermore, along with the degree of introversion personality, the degree of extroverts is also classified into two types (Myers, 2010):

- a. Stable extroverts are characterized as people who are sociable, outgoing, talkative, responsive, easy going, lively, carefree, and leadership.
- b. Extreme extroverts are characterized as people who are touchy, restless, aggressive, excitable, changeable, impulsive, optimistic, and active.

The types mentioned by Myers above is supported in simple statement that the stereotype of extrovert is someone who is happier with other people than with a book (Gass and Selinker 2008). Furthermore, the extroverts sometimes known



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as outgoing person although some of them may not an expressive person; however, they still prefer to interact with others because of their dependence on external world response. Hence, when an extrovert is not in a good condition such as feeling bad, stress, bored, or low in energy, they are likely to look outside themselves for relief rather than to think deeply for the solutions.

When the extroverts involve in the language-learning classroom, they are more likely to talk a lot in the classroom and tend to be impulsive and spontaneous. Thus, the extrovert students prefer to get much stimulation from teacher, friends, and events, which mean that the external stimulation motivates them more often than internal stimulation. The extrovert students like to talk and get their message across which ease the accommodation of their need to communicate outside of the class time without the pressure of the classroom (Wong, 2011). They love to engage in conversation and employ intercommunicative learning strategies when learning language which makes group work and active environments work best for extroverts to acquire the language skills. It also has been shown that extroverts tend to use more visual learning strategies than introverts (Ehrman and Oxford, 1989).

Since the tendency of extrovert students is getting stimulation from other people, the extrovert students are easily distracted from serious and full concentration studying activity, partly as a result of their gregarious and partly because of their weak ability to concentrate for a long periods (Zafar and Meenakshi, 2012). This phenomenon can be easily found in teaching and learning process that some students in the class try to avoid reading and writing activity

and when they have to complete task such as reading comprehension task they tend to copy others because they feel bored to read the passage or text and answer the questions. Teacher should understand this kind of unique behavior of extrovert students by providing attracting and interactive learning activities and certain tasks in order to maintain their interest in the language-learning classroom. Teachers also have to utilize the use of interactive teaching media such as powerpoint presentation and picture association along with the teaching methods that require much interaction and communication may therefore be effective for the extrovert students.

In order to understand the extrovert students more, the dimension and facets of extroverts are provided as follows (Dornyei, 2005):

- |                       |  |
|-----------------------|--|
| a. Warmth             | : I really like most people I meet         |
| b. Gregariousness     | : I like to have a lot of people around me |
| c. Assertiveness      | : I am dominant, forceful, and assertive   |
| d. Activity           | : I usually seems to be in hurry           |
| e. Excitement-Seeking | : I like to be where the action is         |
| f. Positive emotions  | : Sometimes I bubble with happiness        |

The tendency of extroverts to talk a lot in the classroom might be a factor in development of general oral communicative competence, which requires face-to-face interaction, but not in listening, reading, and writing (Brown, 2007). They will easily loose interest and motivation in a boring activity such as reading. Hence, they are likely to avoid reading and writing activity. Then, it can be said

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that the extrovert students may have bigger opportunity to be success in speaking activity than the introvert students.

According to Eysenck (cited in Feist and Feist, 2011), the main cause of extrovert and introvert is the chronicle stimulation level which is a physiological condition which is largely genetically inherited rather than learned. Thus, the difference between these two traits can be seen in the following table:

**Table II.1**  
**Aspects of Extroversion and Introversion**

Aspect	Extroversion	Introversion
Sociability / Interaction	Like parties, need to have people to talk to	Reserved and distant except to intimate friends
Excitement	Crave excitement, act on the spur of the moment	Do not like excitement, distrust the impulse of the moment
Expenditures of Energies	Carefree, easygoing, optimistic, like to laugh and the merry, altogether their feelings are not kept under tight control	Reliable, take matters of everyday life with proper seriousness, pessimistic, quiet, retiring sort of person, introspective
Risk-taking / Planning	Take chances, generally like changes	Plans ahead, 'look before they leap', like a well-ordered mode of life
Interests in external events	Do not like reading or studying alone	Fond of books rather than people

(Dornyei, 2005)

The brief review of personality traits includes extroversion and introversion has made it clear that both the personalities may have influences on

language learning. When introvert need some alone time to re-energize and re-charge, the extrovert draw energy form time spent with other people. In spite of these two personalities, there are some people who enjoy both of the situations. This kind of personality emerge another spectrum known as ambiversion or the ambiverts. The ambiverts are the ones who are a little extroverted and a little introverted. The ambiverts exhibits the traits of both an extrovert and introvert and may value time spent alone or solitude just as much as spending time around other people (Mercer, 2012). Since the ambiverts score 50:50 between extroversion and introversion, they are therefore lucky that they can benefit from a wide range of language learning strategies. They are capable to work like extroverts with large group of people or like introverts with the closest person or on their own.

### 2.3 The Nature of Self-Confidence

Self-confidence is the belief in oneself and abilities, it describes an internal state made up of what one thinks and feels about him/herself. Self-confidence is also defined as learners' belief that they indeed are fully capable of accomplishing a task which partially a factor in their eventual success in attaining a task (Brown, 2000). Self-confidence is about what we can do by virtue of our efforts or what we are good and bad at and it grows along with the quality of our efforts (Kalazandeh et al., 2013). The quality and level of self-confidence within oneself can resemble the way of someone react to another person or a specific situation positively or negatively. However, the belief of capability may be changeable according to the situation a person or student is currently in and their responses to events that are going on.

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MacIntyre et al. (as cited in Brown, 2007) categorize self-confidence which influences academic achievement into two levels. The first level resembles the state communicative self-confidence which is known with the term self-esteem, and the second is overall global level simply labeled “L2 self-confidence”. Another term that also shows up from self-confidence is known as self-efficacy. Self-efficacy is the direct belief of capability or self-confidence toward completing or finishing a specific task given. Self-efficacy is a close partner with motivation and it only appears on certain task of which it was done successfully in the previous time (Leaver, Ehrman and Shekhtman, 2005).

In term of learning a language, self-confidence is a needed factor because self-confidence will enforce students to practice the language whether orally or written. Self-confidence is one of the affective variables which have been confirmed by many studies to be related to success in second language acquisition (Tuan and Mai, 2015). A confident student will grow a locus of control. Locus of control refers to a person’s belief about control over self and life, which learner believes they can influence their own learning are named likely to success than those who believe is controlled by other (William and Burden, 1997). Specifically, when students are lack of self-confidence in learning language, they may not have bravery to deliver a question or ask the teacher to re-explain the material although he or she is struggling to catch up with the lesson. They are fear of making mistakes, feel shy of being laughed, afraid of getting bad scores which lead them to do few practices and make them hard to express their ideas in



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English (Juhana, 2012). This will create obstacles to their learning, as many things remain unclear to them and the worst effect is the failure of the learning process.

The less self-confident person may understand the input but not acquire (Krashen, 2002). It means that a student may understand the lesson delivered in the class by his or her own effort with more intense learning but they may not be able to acquire it which means both understanding and practice of the language. Less confident students will have difficulty in learning language especially with the goal is speaking because the degree of their confident affects their tendency to communicate by using the language. The self-confidence plays important roles in one's tendency to communicate, which highly confident students maintain high level of interaction and communication (Brown, 2000). This implicitly tells us that less confident students or learners who are lack of self-confidence in language learning feel insecure of which this insecurity come from the fear of making mistakes every time they decide to use the language. Consequently, they cannot acquire the speaking skill because of their lack of language use and practice. That is why self-confidence takes a serious part in determining the students' success in learning language.

Furthermore, being confident language learners mean being learners who are able to use English in different social and transactional contexts and with people from different cultural and professional backgrounds (Yates and Chisari, 2013). Gander (2006) argued that many individuals appear most satisfied and successful when they have gained at least the independent or fluent levels of proficiency, where they feel confident in their work. Having sufficient level of

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self-confidence does not only affect the quality of learners' outcomes, but it also provides positive feedback towards self and can encourage learners to do more and more. Dornyei (2005) suggested the ways to promote students' confidence were through providing experiences of success, encouraging the learners and reducing anxiety. Moreover, some strategies have been developed to be adopted, and worked at, for developing a greater degree of self-confidence (Carter, 2005):

- a. Learn to self-evaluate and take charge of your own life. Do not focus too much on the unrealistic aspiration or standards of others such as parents. Instead, focus on how you feel about yourself, your lifestyle and your own aspirations.
- b. Evaluate and emphasize your strengths by focusing on your achievements and the talents you possess.
- c. Even if you fail, give yourself credit for trying. View any failure as a learning experience and as a way to achieve personal growth.
- d. Do not be afraid of taking calculated risks. Regard risk taking as a chance to grasp new opportunities.
- e. Never be afraid of changes. It is inevitable, so welcomes and embraces it.
- f. There is no such thing as perfection, so accept yourself for what you are. At the same time, balance this with the need to improve.
- g. Never try to please everyone at the same time. It simply is not possible.

The issue of self-confidence in language learning becomes clear that both teachers and students need to understand well and realize how big self-confidence plays role in determining students' success especially in speaking English. It is because the conception of self-confidence has more to do with how learners perceive their ability as language learners and their progress in relation to the particular context they are learning. They become responsible for their success and failure and the best part confident learners will always find ways to overcome their weaknesses and correct what have been the mistakes caused the failure. Hence, the harmful effect may arise on students' language learning as long as they have negative emotional reactions inside or in other words low and negative self-confidence (Goh and Silver, 2004). It can be concluded that it is necessary to grow and increase language learners' confident by encouraging them and providing the appropriate treatment of their internal issues or affective domains in order to obtain maximum English learning achievement.

#### **2.4 The Relationship between Personality Traits and Speaking Ability**

The successful speaking can be determined by several indications such as the students talk a lot, participation is even, motivation is high, and the language used is of an acceptable level (Ur, 2003). However, this successful speaking is not equally obtained by the students although they learn the same material with the same teacher and involve in the same learning activity. One of the cause which make students have different tendency and preference in learning speaking is personality traits of extroversion and introversion. Both of these personality traits

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promote success in second and foreign language learning but in different types of language programmers.

It cannot be said that one is purely extrovert or introvert because every students is extrovert and introvert in some degree, but not in the same degree. The bigger degree or the dominant personality within the students leads them to have different preference of learning. The extrovert may choose learning situation with a lot of interaction involved but introverts may prefer reading books to meeting people and talk to them. In terms of learning speaking, it is suggested that extroverted learners will find easier to make contact with other user of L2 and therefore obtain more input and getting more practice in using L2 (Zafar and Meenakshi, 2012). It means that introverted students will suffer more disadvantages in learning speaking a language because of their preference to communicate in written language. However, introverted students may also get success in some speaking activities which need more preparation before performing because their nature as people who full of consideration and preparation before performing any action including speaking.

Furthermore, many studies have discovered that personality traits (extroversion and introversion) influence one's communication ability. It is generally claimed that "extrovert learners are probably more successful and fluent than introvert ones in oral communication" (Ahmadian and Yadegari, 2009). It is match with the nature of extrovert as a person who is sociable and likes to have interaction with other while introvert is vice versa. Some findings of studies stated that extrovert language learners have higher ability in speaking and more fluent

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than the introverts, especially in interpersonal stressful person (Souzandehfar et al, 2014). In line with Souzandehfar et al, Ali (2012) also found that “extroverts are generally good in speaking and writing” which is caused by their tendency to interact with people which make them have bigger opportunity to get exposure of the language, so they are more expressive than the introverts who avoid such exposure to the language which make them lack of language practice. In addition, Dewaele and Furham (as cited in Dornyei, 2005) have argued that in the studies where extroversion scores are correlated with linguistic variables extracted from complex verbal tasks such as conversation, extroverts are found to be more fluent than introverts both in first language and target language and particularly in formal situation or in environments characterized by interpersonal stress. Therefore, it can be said that students who have extroversion personality will obtain better speaking ability rather than students who have introversion personality.

Extroverts also tend to show superior performance to introverts on some tasks, particularly relatively demanding tasks requiring divided attention, resistance to distraction or resistance to interference. For example, extroverts are less easily distracted than introverts by music, especially when it is complex, and presumably more intentionally demanding to process. Extroverts may also have advantages in verbal information-processing that support their sociability. For instance, extroverts are more fluent in speech production, and more effective in constructive verbal communication (Matthews et al., 2003).



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Since different personality of the students have different tendencies in learning language in the classroom, the teaching strategies or methods should be considered appropriately with the personality traits in order to achieve maximum learning result. As stated by Kosar and Bedir (2014), integrating teaching learning strategies into the regular flow of the course by teachers could create atmosphere for stimulating language learners to struggle more with the intention of developing their speaking skills. The supporting atmosphere can be emerged from the adjustment of teaching and learning strategies with the students' personality traits because if each of the personalities is treated based on the learning preference, the ultimate learning goal can be achieved by extroverts, ambiverts, and introverts as well. Extroversion effects may also moderate by motivational factors, such as whether performance influences rewards or punishments, although reliable results are hard to obtain (Matthews, 2003).

### 2.5 The Relationship between Self-Confidence and Speaking Ability

The other factor which has strong relationship with speaking ability is self-confidence. It is explained in the concept that the more confident the students are the better speaking ability they have. It is because speaking ability can only be obtained by a lot of practicing, where the self-confidence grows along with the quality of the effort (Kalanzadeh et al., 2013). It shows that self-confidence and speaking ability grow together where self-confidence will grow bigger when the effort grows better which ends to the better speaking ability since the requirement of obtaining good speaking ability or skill is a lot of practice.

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Furthermore, a student who is lack of confidence may feel anxious which can be a reluctant for him or her to speak up and practice the language they learn. Self-confidence plays an essential role in affecting learners' readiness to communicate which means where there is self-confidence; there will be a good communication (Al-Hebaish, 2012). It is obvious that high self-confidence can be a great provocation for students to use English in oral communication, but it can be a very dangerous barrier to speak English for students if they have low self-confidence.

It has been found that there is a positive correlation between self-confidence and speaking achievement, moreover, it also show that speaking requires a high level of self-confidence that means the state of being sure of doing speaking activity, and not being shy and aggressive in social situation where the talk is appeared (Görlér, 2015). Thus, the importance of having high self-confidence in learning English should be aware by both students and teacher so that it can be emerged every time the students have to do speaking activity.

The emergence and growth of self-confidence has strong relation with the motivation of the students itself (Leaver et al., 2005). Highly motivated students will have high self-confidence which means that to reinforce students self-confidence, the motivation to learn has to be considered as well. As language teachers, it is important to recognize the significant part that motivation plays in increasing students' self-confidence which can reinforce the maximum of students' learning outcome (Bukhary and Bahanshal, 2013). Motivation which supports the raising of the students' self-confidence in learning has a role in



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## 2.6 Related Studies

In order to ensure the relationship and influence exist among personality traits, self-confidence and speaking ability, the review of related studies of personality traits and self-confidence in speaking is necessarily needed.

Moqaddas, Haqshenas and Gol (2013) conducted a quantitative-qualitative study to investigate the relationship between personality traits and Iranian EFL learners' speaking ability and difference of the personality and speaking ability across gender. They tried to prove that the learners' personality had effect on their speaking ability and the type of personality and speaking ability were different between male and female learners. Fifty males and females learners participated in the interview and completed the Eysenck personality questionnaire. The results indicated that personality especially extraversion did not relate and influence learners' speaking ability, however, male learners did have higher personality features and speaking scores than female learners.

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Nussbaum (2002) explored the disparities between how extroverts and introverts students engaged in small-group discussion by using English orally. He confirmed the hypothesis that introverts preferred to use spoken English in constructive modes of argumentation while extroverts preferred to use spoken English in conflictual modes or adversarial argument situations, by administering the questionnaires of Junior Eysenck Personality Inventory and Eysenck-Withers Personality Inventory to select the extroverts and introverts students then their discussion was recorded. The result indicated that extrovert students were more argumentative and tended to use conflictual talk because of their tendency to express themselves in more words and statements while introverts preferred to talk with design claims or more constructive argumentation which allowed them to use little amount or limited spoken English. The author draws clear difference of using spoken English between extrovert and introvert students.

Hanafiyeh and Afghari (2017) also investigated the relationship between personality traits and speaking ability. They conducted a descriptive-retrospective

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survey study of HEXACO personality and speaking ability in order to figure out the answer whether HEXACO (Honesty-Humility, Emotionality, Extraversion, Agreeableness, Conscientiousness, and Openness to Experience) personality was related to speaking ability of Iranian EFL learners and which personality was better predictor of better speaking ability. Two hundred and fifty learners were interviewed by the researchers and two trained raters then the HEXACO personality inventory questionnaire were completed by learners. The result was the quality of learners' speaking was determined by their personality of which extraversion, conscientiousness and altruism personality were the best predictors, which was contrast with the results of two previous studies above.

Jha (2017) was also interested on the issue of personality and speaking ability of EFL learners. She conducted a correlational study to answer which personality factors contributed more in determining the quality of speaking ability. A set of questionnaire and interview were administered to fifty high school students and four language teachers. The result showed that each personality type determined and supported different aspects of speaking ability, which extroversion personality supported learners in terms of good pronunciation, fluency and accurate expression; risk-taking personality helped learners to be more confident in using the language and visual personality has become the best personality to acquire good speaking ability.

Zafar, Khan and Meenakshi (2017) investigated the relationship between the personality traits of extraversion and introversion and ESL proficiency among 145 undergraduate Chinese students by using Student Information Questionnaire,

Muralikrishna, Ashari, Zakariazadeh, and Moslemi (2014) and Tehrani, Vahdany and Arjmandi (2014) were both interested in examining the possible relationship between Iranian learners' personality type and their English pronunciation. Both of the studies implemented correlational study attempted to answer which personality, extroverts and introverts, has better pronunciation in their spoken English. Muralikrishna et al (2014) implemented reading passage and 20-items questionnaire to thirty high school students, while Tehrani et al (2014) administered the Oxford placement test and Eysenck Personality Questionnaire to thirty university students. Both of the studies' results showed that the personality made difference between pronunciation of introvert and extrovert learners. They found introverts performed better in pronouncing the English words while extroverts performed better in fluency section.

Beside personality traits, the issue of self-confidence in EFL speaking ability has also attracted many attentions of researchers. Many of the previous studies try to find out and prove the effect and existence of relationship between self-confidence and level of speaking ability. Here are some reviews of previous studies of self-confidence and speaking ability.

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Kazemi, Bahrami and Zarei (2014) investigated the issue of the effect of self-confidence on Iranian EFL learners' speaking ability. They tried to prove that confidence did not have any effect on the learners' EFL speaking ability by conducting pretest and posttest on eleven participants' self-confidence after several meetings of teaching and learning process. However, the hypothesis was not confirmed because the result showed that the learners' speaking ability was improved along with the increasing of their self-confidence level. The authors draw a positive relationship between self-confidence and EFL speaking ability.

Abdallah and Ahmed (2015) conducted a quantitative-qualitative study in order to investigate the existence of relationship between self-confidence, academic performance and oral communication ability. Two hundred and twenty one English department students completed the Self-Confidence Scale by researchers. They wanted to know whether highly confident students had high achievement in academic and oral communication and how these terms differed across age and gender. The results revealed that the hypothesis was confirmed, learners' with high level of self-confidence achieved better EFL academic achievement and oral communication ability and there was no difference existed across age and gender.

Gürler (2015) also examined the same issue and problem as several previous studies above. He involved seventy seven students in English preparatory class to complete the self-confidence questionnaire by Akin (2007) to find answer of what relationship between self-confidence and speaking skill is. The result supported the findings of previous studies that the way to improved

students' speaking skill was by increasing their confidence because self-confidence shared a positive relationship with EFL speaking skill.

Martinez and Villa (2017) conducted a further study on the issue of relationship between self-confidence and speaking skill. They described the possible role played by self-confidence when students' studied English major. A questionnaire by Griffie (1997) was administered in two sections, one hundred and sixty eight students participated in week 3 of classes and one hundred and seventy one students participated in week 14. The perceived results indicated that students were able to find out their proficiency level and realized that their confidence played big role in supporting them to use the language.

Al-Hebaish (2012) and Salim (2015) conducted correlational study attempted to figure out the relationship between self-confidence and academic achievement in oral presentation course. Fifty three English major students of Taibah University completed General Self-Confidence Questionnaire in Al-Hebaish (2012) study; sixty eight English major students of private university in Lamongan completed a close-ended questionnaire in Salim (2015) study. These studies revealed that the learners' level of self-confidence was a significant predictor for their oral academic achievement.

Dev and Qiqieh (2016) investigated the issue of English language proficiency, academic achievement and self-confidence of non-native English speaking. The hypothesis that no positive correlation could be found among the variables was confirmed by administering a survey questionnaire to two hundred and seventy six students and only two hundreds responses were accepted. The

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hypothesis was confirmed which indicated contrary findings with the other previous studies. Self-confidence did not support either students' language proficiency or academic achievement in learning English.

The factors influencing EFL learners' speaking ability found in the previous studies suggest two important themes: personality traits (Did extroversion/introversion personality have strong relationship with speaking ability? Did the speaking ability of extroverts and introverts differ from each other?); self-confidence (Did self-confidence have significant relationship with speaking ability?). These themes of results of studies are deficient because the attention on how to treat the influencing factors are not discussed properly. By identifying and acquiring theory of how to treat the personality and self-confidence factors in learning EFL speaking, both teachers and students will be helped in modifying and constructing proper teaching and learning strategies, methods, and techniques which can support better speaking ability.

Furthermore, the reviews of previous studies show that this present study shares some similarities and differences with the previous studies. This study also tries to investigate the relationship between personality traits and speaking ability as conducted by Chen et al (2015), Jha (2017), and Zafar et al (2017), which these studies used Eysenck Personality Inventory as the instrument of collecting data while this present study uses Personality Inventory by Carter . The investigations on personality traits and speaking ability were also conducted by Moqaddas et al (2013) by applying the quantitative-qualitative research, Nussbaum (2002) by applying comparison research, and Hanafiyeh & Afghari (2017) by applying

Furthermore, the differences can also be identified from the context, sample and place of the study. English language in the study of Nussbaum (2002) is the first language with the sample 8 high school students in Las Vegas, English as the second language is in the study of Martinez and Villa (2017) with the sample 171 university students in Mexico and study of Jha (2017) with the sample 50 students and 4 teachers of secondary school in Nepal. Meanwhile, the present study has English as the foreign language with the sample 36 high school students located in Indonesia.

The other previous studies which are reviewed show that this present study has similarity in terms of investigating the relationship between self-confidence and speaking ability especially with Gurler (2015), Al-Hebaish (2012), Salim (2015), and Dev & Qiqieh (2016), but the difference lies on the instrument used of which these previous studies applied questionnaire by Griffiee, General Self-Confidence questionnaire, and close-ended questionnaire while the present study

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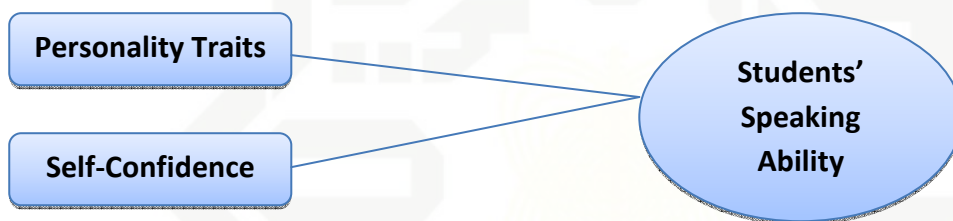
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uses Self-Confidence Test by Carter as the instrument of collecting data. Meanwhile, the investigation on self-confidence and speaking ability was conducted in experimental method by Kazemi et al (2014), in quantitative-qualitative method by Abdallah & Ahmed (2015), and in qualitative method by Mertinez & Villa (2017) that is different from this study as correlational study. In terms of variables involved in the study, the difference is showed in study by Abdallah & Ahmed (2015) and Dev & Qiqieh (2016) that involved academic achievement besides self-confidence as the independent variable.

Therefore, this is clear that although the present study shares some similarities with the previous studies, there are some differences are also identified which indicates that there is no plagiarism occur. The differences as the indication of novelty of the study are indicated by several points such as the motivation of conducting the research is to explore and reinforce the benefits of psychological aspects as the solution for the problematic language learning and as the way to achieve maximum academic result; the research's key focus is on finding how big the contribution of personality and confidence within students' on their foreign language speaking ability so the factors can be treated in such way to support for better achievement in speaking; the research method are newly applied starting from the participants that are the Indonesian Islamic high school students whose English is as the foreign language, location is in a suburb where English's exposure is limited, and instruments are by Philip Carter not Eysenck as it is generally used by previous researches. Therefore, the research is obviously original and novel as there is no indication of plagiarism can be listed down.

## 2.7 The Operational Concept

The operational concept is the concept used in accordance with the literatures reviewed. In order to avoid misunderstanding in carrying out this research, it is important to clarify the variables which will be investigated and analyzed in this research. The variables consist of two independent variables in which personality traits as  $X_1$  and self-confidence as  $X_2$ , while there is only one dependent variable that is speaking ability as Y variable. The illustration can be seen below:



2.7.1 The indicators of variable  $X_1$  (personality traits) consist of two parts:

### 2.7.1.1 The Introversion Personality

- (a) Students prefer working independently or with one/two other people to be part of a team.
- (b) Students are more passive than active in classroom learning settings.
- (c) Students prefer reading and writing to speaking.
- (d) Students prefer to avoid interaction and collaborative activities.
- (e) Students prefer small group to large group discussion.

### 2.7.1.2 The Extroversion Personality

- (a) Students tend to prefer learning situations that afford interaction.
- (b) Students tend to prefer working in-group than individually.

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- (c) Students have high interest to involve with other and do communication.
- (d) Students tend to seek external stimulation.
- (e) Students are easily distracted from studying and full attention activity.

#### 2.7.2 The indicators of variable $X_2$ (self-confidence)

- (a) The students' belief towards themselves in some situations.
- (b) The students' tendency to involve in challenging tasks.
- (c) The students' involvement in social interaction.
- (d) The students' attitude toward changes.
- (e) The students' setting on their personal goals.

#### 2.7.3 The indicators of variable Y (speaking ability)

- (a) The students' ability to pronounce English words with no trace of foreign accent.
- (b) The students' ability in applying the correct grammatical rules.
- (c) The students' ability in using accurate and extensive English vocabulary.
- (d) The students' ability to speak smooth in accurate way (fluency).
- (e) The students' ability to speak contextually, meaningful and based on the content of the topic.

### 2.8 The Assumptions

In this research, the researcher assumed that the degree of personality traits and self-confidence influence students' speaking ability of which higher degree will make better speaking ability and vice versa.

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## 2.9 The Hypotheses

The research hypotheses are formulated as follows:

Ha1 : There is a significant influence of personality traits on students' speaking ability of the third grade of Islamic Senior High School Al-Qasimiyah Sorek Satu Pelalawan.

Ha2 : There is a significant influence of self-confidence on students' speaking ability of the third grade of Islamic Senior High School Al-Qasimiyah Sorek Satu Pelalawan.

Ha3 : There is a significant influence of personality traits and self-confidence on students' speaking ability of the third grade of Islamic Senior High School Al-Qasimiyah Sorek Satu Pelalawan.